

Questions and Answers for the Request for Proposals for the California High School Exit Examination (CAHSEE) Administration

All references to RFP in this document are to the *Request for Proposals for the California High School Exit Examination (CAHSEE) Administration* that was released on January 9, 2004. Sections specified below are in reference to the RFP. Questions in this document were received by the stated deadline of noon (PT) on January 28, 2004. The answers have been organized by section of the RFP without reference to the individual or company asking the question. The answer (A) follows the question (Q). All questions are in bold. Errata #3 is in response to clarifying questions received.

General Questions

Q1: How may a potential bidder obtain current contracts, proposals submitted by bidders in prior years, list of bidders' conference attendees, technical reports from previous CAHSEE administrations, or other information maintained by CDE?

A1: Government Code section 6250 *et seq.* sets forth the manner in which a member of the public may inspect certain public records. Requests for records should be sent to: California Department of Education, Legal Office, 1430 N Street, Room 5319, Sacramento, CA, 95814, attn: Marsha Bedwell, General Counsel. Please be advised that CDE charges ten cents a page for copies. Some records are available in electronic format.

Q2: The NCLB Act requires assessment of science at three separate grade spans, one of which is grades 10-12. Are science item development and other related activities required in the contract that will result from the CAHSEE RFP that was released January 9, 2004?

A2: No, science item development is not part of this RFP.

Q3: If science is not covered in the January 9 RFP, how will high school level science item/test development and administration be implemented and fulfilled?

A3: Not applicable to this RFP.

Q4: Under the current CAHSEE contract, which DVBE firms have been employed during the contract term, and for which particular activities do they provide services and materials?

A4: The current contractor satisfied the DVBE requirement by fulfilling the "good faith effort" requirement.

Specific Questions to the RFP Sections

Cover Letter

No questions

1. Purpose

No questions

2. Background

Q5: Page 1 - The RFP explains that the Class of 2006 is the first group of students for whom the CAHSEE is a diploma requirement. Is it correct to assume that the first time the new contractor will produce and distribute individual students reports will be eight weeks after the September 21-22, 2004 administration (for grade 11 students - 100,808 in math and 50,404 in ELA - as specified in Appendix 5)?

A5: Yes, the successful bidder for this contract is responsible for administering, scoring, and reporting the results of the September 2004 CAHSEE. Please note that the numbers in Appendix 5 are estimated numbers of test takers and test booklets. Therefore, potential bidders need to be aware that these numbers only serve as a guide.

Q6: Page 2 - The RFP indicates that Grade 12 students who do not take the test in May will have an opportunity to take the examination "after summer school when it is offered by the school district." Is this a separate administration from the five regularly scheduled administrations (September, November, February, March, May)?

A6: No, it is not a separate administration. It would be the next regular CAHSEE administration offered by the school district (e.g., September).

Q7: Page 3 - Will the independent evaluator require different data files than state evaluators? If so, please describe the additional requirements?

A7: The detail and aggregate data files required are specified in Section 3.5.3 Reporting. Please review all of Section 3, Scope of the Project, for data file requirements.

Q8. Page 3 - Can an estimate be provided of the number of students taking exams for each of the testing windows?

A8: CAHSEE has specified testing dates not testing windows. See Appendix 5, for the estimated number of CAHSEE Test Booklets and Test Takers, 2004-07.

Q9: Page 3 - Do schools that administer the census test in February have an option to choose either the March or May makeup date?

A9: Yes.

**Q10: Page 4 - In the first paragraph under the CAHSEE Item Bank heading, it is estimated that by December 2004 there will be 2,732 ELA multiple-choice and writing task items ready for use on operational test forms. How many of these are reading items?
How many are writing multiple-choice items?
How many are writing prompts?
How many are response to literature prompts?**

A: See Errata #3, Section 3.2.

**Q11: Page 4 - In the same paragraph, it is stated that there will have been 1,518 ELA multiple-choice and writing task items developed that will be ready to field test. How many of these are reading items?
How many are writing multiple-choice items?
How many are writing prompts?
How many are response to literature prompts?**

A: See Errata #3, Section 3.2.

3. Scope of the Project

Section 3.1 MAINTENANCE ACTIVITIES AND PROJECT DELIVERABLES

Q12: Page 6, Section 3.1.a – Management Meetings – Does videoconference satisfy the requirement for weekly “in person” meetings?

A12: No, videoconferencing cannot be used to fulfill this requirement. The CAHSEE Administration Project Manager needs to meet with CDE staff in Sacramento in person on a weekly basis.

Section 3.2 ITEM DEVELOPMENT

Q13: Page 8, Section 3.2.a.1 cites the need for one emergency test form per school year, but Section 3.3.b.3 on page 15 requires five emergency test forms throughout the contract period. Which is correct?

A13: Section 3.3.b.3 is correct. See Errata #3, Section 3.2.a.1.

Q14: Page 9, Section 3.2 - What are the specifications for the reading and writing passages? For example, what is the range of required types (e.g., literary, informational, functional)? What are the word count limits, and do they vary by type?

A14: Refer to Sections 3.2.b, Test Specifications, and 3.2.c, Creation of New Items, for ELA writing tasks item development. 3.2.c.4 states: "The proposal must describe the process for ensuring there is a direct, identifiable link between the standard being tested and the test item." CDE does not have a specific requirement for word count.

Q15: Page 12, Section 3.2.e - What is the second scoring percent for the Writing Field Test?

A15: This question is unclear and we cannot respond. There is no reference to second scoring percent in the RFP.

Q16: Are non-adjacent scores resolved for the Writing Field Test?

A16: Yes. See Errata #3, Section 3.2.e.

Q17: Section 3.2 - Are passages to be commissioned, permissioned, or should there be a mix? If there is to be a mix, what should the proportions be?

A17: CDE does not have a specific requirement. The proposal submitted must be aligned with the approved blueprints for the CAHSEE.

Q18: Page 12, Section 3.2.f – In what format will the current item bank be delivered to the Contractor and when?

A18: See Errata #3, Section 3.2.f.

Q19: Page 12 - In accordance with Section 3.2.f.3, the electronic item bank must contain all reading passages, writing prompts, artwork, stems, distractors, form identifiers, and item keys. All copyright permissions must be provided along with the date of expiration, if any, for usage. During the life of the contract, it is assumed that the bidder will add items to the electronic item bank, which require copyright permission. Will the State use the CDE copyright account identified in Section 3.2.g to cover the costs associated with obtaining the above copyright permissions, rather than have bidders include these costs in the Cost Proposal?

A19: No, the successful bidder is responsible for any cost associated with obtaining copyright permission to use passages for the ELA test. Section 3.2.f.g on page 13 refers to copyrighting the test questions, which is a

separate issue from copyright permissions for use of passages. Refer to Section 7.4 on page 53 for the Contract Terms and Requirements regarding copyrights related to the contract resulting from this RFP.

Q20: Page 8, Section 3.2.a.1 - How should the bidder estimate the print quantity for the emergency test forms?

A20: The bidder must use professional judgment to propose a plan for estimating the print quantity for the emergency test forms. See also Errata #3, Section 3.3.b.3.

Q21: Page 8, Section 3.2.a.1 - Will emergency test forms be produced for Large Print and Braille test forms?

A21: No.

Q22: Page 8, Section 3.2.1.2 - The item bank, at equilibrium, must contain five to six times the number of items needed for test construction each year. Ignoring the potential for re-use of items, six annual 80-item mathematics forms will require 480 items so six years' items is 2,880. The state already has 3,188 items tested and ready for use; an additional 1,030 items have passed committee review and are ready for field testing, of which some 800 may be expected to survive field testing. Does the state consider the item bank to be already at, or in excess of, equilibrium?

A22: CDE does not consider the item bank to be at, or in excess of, equilibrium. Appendix 1 of the RFP, *Discussion of Long-Term Item Utilization for the California Standards Tests and California High School Exit Examination*, contains the long-term item utilization plan, including cumulative item inventories for each portion of the CAHSEE (i.e., English-language arts and mathematics).

Q23: Page 8, Section 3.2.1.2 - Does the state require annual continuing item development or is a less frequent set of efforts allowable?

A23: The requirements for item development are specified in RFP section 3.2 – Item Development.

Q24: Page 11, Section 3.2e - Is field testing of items required in each administration?

A24: Yes. Field-testing of multiple-choice items is required during each administration. Writing task items must be field tested separately from the operational administrations (see Section 3.3.c.3 on page 16).

Section 3.3 TEST ADMINISTRATION

Q25: Page 13, Section 3.3 - Will the new contractor be expected to create the September 2004 test form, or has it already been created by the incumbent contractor?

A25: The incumbent Contractor will provide the September 2004 test form. The new Contractor must develop the November 2004 test form and all subsequent forms required by this RFP.

Q26: Page 13, Section 3.3 - Will the new contractor be responsible for administering the September 2004 assessment, including printing the test materials?

A26: Yes, the new Contractor will be responsible for all aspects of the September CAHSEE administration, except for developing the test forms (math and ELA).

Q27: Page 14, Section 3.3.b - The RFP specifies that approximately 25 percent of the items in each test form should be "anchor items", and that anchor items will be used for equating test forms across test administrations. What is the distinction between anchor items and other operational items?

A27: See page 14, Section 3.3.b, of the RFP. Anchor or linking items are operational items expressly used for the purpose of "equating test forms across test administrations."

Q28: Page 15, Section 3.3.b.3 – If the incumbent contractor has created emergency test forms, can these be used to fulfill the requirement for holding the five emergency test forms in reserve?

A28: No, previously created emergency test forms cannot be used for this new contract. See also Errata #3, Section 3.2.1.a.

Q29: Page 15, Section 3.3.b.4 indicates that two unique CD-ROMs are to be produced in each testing cycle, one for February, March and May, and one for September and November retests. However, on page 18, Item #2, the RFP seems to indicate one unique CD-ROM per test administration (There would be only one CD-ROM and/or DVD special test form version produced for each test administration.). Which is correct?

A29: Section 3.3.b.4 is correct. See Errata #3, Section 3.3.e.2.

Q30: Page 15, Section 3.3.b.4 - (1) Will items be altered in any way to accommodate the visually impaired test takers in the large print forms? (2) If yes, will there be a review specific to these items?

A30: No. The only accommodation is the 20-point font used to produce the large-print forms.

Q31: Page 16, Section 3.3.c.1 - Please clarify the number of colors being used for test books, answer books, and ancillaries.

A31: The RFP states "Color coding may be used to separate each section." It is up to the bidder to propose how it will comply with this section of the RFP.

Q32: Page 16, Section 3.3.c.1 - Is CDE willing to accept only an internal seal on the Mathematics test books, which would still protect the security of the second section and thereby reduce production cost?

A32: No.

Q33: Page 16, 3.3.c.1 - Will Large Print also require security seals?

A33: Yes.

Q34: Page 16, Section 3.3.c.2 - Will seals be required for the English-language arts test booklets?

A34: Yes, it will be the same as required for mathematics. See RFP Errata #3, Section 3.3.c.2.

Q35: Page 16, 3.3.c.1 - Will seals be used on the Writing Answer documents?

A35: No. Refer to Section 3.3.d.2, Answer Documents.

Q36: Page 16, Section 3.3.c.4 - What is the approximate size of CDE Large Print currently?

A36: It is 20-point font.

Q37: Page 16, Section 3.3.c.4.d - The RFP indicates that test booklets should be destroyed 30 days after each test administration. We are concerned that 30 days does not allow sufficient time for the contractor to receive and process test booklets, and to prepare and resolve the Missing Materials Report? Please confirm that test booklets are to be destroyed 30 days after each test administration.

A37: See Errata #3, Section 3.3.c.4.d.

Q38: Page 16, 3.3.c.1 - Is the 15-day review window for all or per each delivery of test forms?

A38: For each test administration, CDE must be allowed 15 days to review and approve materials.

Q39: Page 16, Section 3.3.c - Following item review, what are the stages of review required by the CDE prior to moving forms into manufacturing?

A39: Refer to Section 3.3, Test Administration. It is the responsibility of the bidder to propose a review schedule that reflects best industry practices and is responsive to this RFP.

Q40: Page 17, Section 3.3.d - The RFP states that “the same answer document must be used from September through May test administrations, so that the information reported for the annual results will be consistent.” Does this apply to the demographic sections only, or will the entire answer document remain the same for a given school year?

A40: The entire answer document will remain the same.

Q41: Page 18, Section 3.3.e.4 - How early do support materials need to be in districts prior to administration?

A41: The bidder must propose a plan and timeline as required by the RFP. Refer to Section 3.3.e on page 17.

Q42: Page 18, Section 3.3.e.4 - Is the CDE open to electronic distribution list of test administration support materials?

A42: No, see Section 3.3.e.4 on page 18. These materials are to be printed and must be distributed to school districts as well as being posted on the Internet.

Q43: Page 19, Section 3.3.g 4th bullet - Please clarify whether the CDE is suggesting that bidders should plan for accommodating two rounds of reporting – one for schools that meet “normal deadlines” and another for schools that miss the deadline.

A43: See Errata #3, Section 3.3.g (4th bullet).

Q44: Page 18, Section 3.3.e.2 – How is the CD-ROM version of the test administered? Is this just a PDF copy that the student views on a computer screen?

A44: No. The CD ROM special version is audio only.

Q45: Are the responses transcribed into a regular scannable answer document?

A45: Yes. *Scribe and Sign Language Guidelines* have been posted on the Internet. Refer to Section 2, page 5, of the RFP to find out how to access CAHSEE Information on the Internet.

Q46: Page 15, Section 3.3.b.3 states that there must be two Braille forms and two CD-ROMs per school year. Section 3.3.e.1 on page 17 states that a large-print test form must be created for every administration. Section 3.3.e.3 says that the special versions manual is to be printed twice a year. Wouldn't the manual have to change with every administration if each administration requires a large print version?

A46: See Errata #3, Section 3.3.e.3.

Q47: Page 17, Section 3.3.d - How many pages of lined space are provided in the answer document for the writing task? Is the response area for the writing task contained in a separate answer document or is there only one answer document for all subjects/sections per student?

A47: Refer to page 17, Section 3.3.d. It is up to the bidder to propose how the answer document will meet the requirements of the RFP.

Q48: Page 17, Section 3.3.e.1 - How many large print versions are required per year? How many Braille forms per year? How many CD-ROMs per year?

A48: See Section 3.3.e.1 of the RFP for the required number of large print and Braille forms. For CD ROMS, see Errata #3, Section 3.3.e.2.

Q49: Page 19, Section 3.3.f.2 – At what point in time relative to test administration is the test administration training video to be distributed?

A49: This section of the RFP requires the bidder to propose a plan for dissemination of all training materials, including the video.

Section 3.4 TEST SECURITY

Q50: Page 24, Section 3.4.d – Who is the current CSIS contractor?

A50: Information regarding CSIS is available from the CSIS Web site:
<http://www.csis.k12.ca.us/>.

Section 3.5 SCORING, ANALYSIS, AND REPORTING

Q51: Page 26, Section 3.5.1 b - The scoring leader must follow protocols for resolving the scores for non-adjacent scores. Please describe the protocol for resolving non-adjacent scores.

A51: This section of the RFP requires the bidder to describe its proposed process for scanning and scoring all answer documents.

Q52: Please confirm the writing task is a 4-point holistic scale.

A52: It is a 4-point scale. For more information, refer to page 5 of the RFP, CAHSEE Information on the Internet.

Q53: Page 28, Section 3.5.2.c - Are the Mathematics and ELA tests recalibrated and equated within an 8-week turnaround period after each administration, or are the prior (field test) item parameters used to pre-equate new test forms? Does CDE wish to continue the current practice?

A53: Refer to page 28, Section 3.5.2.c of the RFP. The bidder should propose best practice.

Q54: Page 33, Section 3.5.3.d.4 - Are state reports to the CDE only electronic (DVD/CD) with no paper requirement?

A54: Section 3.5.3.a specifies “printing of all required reports to school districts and CDE.” Therefore, state aggregate reports must be provided to CDE in both print and electronic media.

Q55: Page 34, section 3.5.3.f – reference is made to technical digest in section 3.6.3.h. Please confirm where this section is located.

A55: The Technical Digest is described in Section 3.5.3.g on page 34-35. Appendix 3 contains a list of required contents for the Technical Digest. See Errata #3, Section 3.5.3.f.

4. GENERAL PROPOSAL INFORMATION

Section 4.1 Bidder Eligibility

Q56: Are you looking for an individual to do this testing or a department within the district?

A56: Section 4.1 on page 35 of the RFP outlines Bidder Eligibility. Appendix 5, Estimated CAHSEE Test Booklets and Test Takers, 2004-07, provides a framework for assessing the scope of the work expected for this contract.

Q57: I'm assuming this RFP is meant for private test publishers.

A57: No, this RFP is not limited to private test publishers. Bidder Eligibility is defined on page 35, Section 4.1, of the RFP.

Section 4.2 Definitions

Q58: Page 35/36, Section 4.2 - This section states "If more than one subcontractor, including any print vendor, is proposed whether identified as a DVBE or not, the bidder must clearly specify in the Cover Letter for which "portions of work" the proposed subcontractors will be used." The first point of clarification is "Do we have to identify a print vendor if they are not DVBE, since they are not classified as a subcontractor in accordance with section 4.2.4?"

A58: Yes. Refer to Section 4.2 on page 35, for the definition of subcontractor.

Q59: Page 35/36, Section 4.2 - The second point is "Section 5.2.1 a. lists the items required in the cover letter and it does not include a list of subcontractors." Is a list of subcontractors supposed to be included in/with the cover letter or is identifying subcontractors in accordance with Section 5.2.1.e only, acceptable?

A59: Yes. See Errata #3, Section 5.2.1.a.

Section 4.6.1 Intent to Submit (Errata #1)

Q60: Errata #1 provided an updated Intent to Submit form. We have previously submitted the original Intent to Submit – is this acceptable?

A60: Yes, either form will be accepted as long as it was completed and submitted by the deadline (January 29, 2004, 2 p.m. PT) in the manner specified in Section 4.7, page 38.

5. PROPOSAL SPECIFICATIONS

Section 5.2.1 Required Sections of the Technical Proposal

Q61: Can the proposal include an executive summary placed after the table of contents? (RFP page 42)

A61: No. See Section 5.2.1, Required Sections of the Technical Proposal, of the RFP on page 41. "Any additional sections or materials not specifically requested in this RFP will not be reviewed."

Q62: Can the "work plan" section of the RFP contain subsections in addition to the seven listed on page 43?

A62: No. See Section 5.2.1, Required Sections of the Technical Proposal, of the RFP on page 41. "Any additional sections or materials not specifically requested in this RFP will not be reviewed."

Q63: The Force Majeure Clause or equivalent is not included in the RFP. In accordance with section 5.2.1.4, the bidder cannot add additional clauses at the time of submission. We request that this clause or equivalent, be included in the resulting contract.

A63: The State of California Standard Agreement (form Std.2) will not be modified for this contract. Section 7.19, Standard Agreement Provisions, of this RFP states: "If awarded the contract, the successful bidder must accept the provisions on the reverse side of the Standard Agreement (Std. 2 form) without exception."

Q64: Page 43, Section 5.2.1.d 3 The RFP states, "The CAHSEE Administration Project Manager must have a minimum of 60 months of experience in managing projects of a related size and scope (e.g., statewide testing programs)." Is it CDE's intent to limit eligible project managers to persons with at least 60 months managing statewide testing programs, or is it CDE's intent to look more broadly at persons with experience relevant to that required to run the CAHSEE program?

A64: Eligibility for the CAHSEE Administration Project Manager is as specified in Section 5.2.1.d.3 of the RFP on page 43: "a minimum of 60 months of experience in managing projects of a related size and scope (e.g., statewide testing programs)...."

Section 5.3 Cost Proposal

Q65: Will the contractor be expected to match costs, or will the \$52.7 million offered cover the costs of the project?

A65: There is no requirement for matching costs in the RFP. The Cover Letter states "The estimated total maximum amount available for this contract is \$52,700,000.00 from both state and federal budget allocations. The estimated maximum amount available for fiscal year (FY) 2004-05 is \$13,830,852.00. Funding for ensuing years is contingent upon budget allocations."

On page 46 of the RFP, it states "Note that your total contract bid amount is for all tasks and personnel specified in the Scope of the Project and all related overhead or indirect costs. No direct or indirect cost of carrying out the project shall be omitted and no amendments to the bid amount submitted in the Cost Proposal will be allowed. Do not propose options for additional costs." Please refer to Section 5.3 for information on the cost proposal.

Q66: Page 46, Section 5.3.b - Please provide an example of a "budget line item".

A66: Typical line items could include Salaries, Benefits ,Operating Expense, Indirect Costs and Administrative Fee (or Profit).

Q67: Section 5.3.b Pages 46-47 - Could the state provide a standard costing format that applies to all bidders for better comparability between bidders?

A67: The accounting systems of possible bidders are diverse and imposition of a standard format could disadvantage one bidder over another.

Q68: Section 5.3.b Pages 46-47 - Does the state consider the operating cost to be just the fixed cost plus variable cost of administering the test, e.g., excluding general administration and general expenses? Does the state consider the operating cost to also include overhead/indirect costs?

A68: As used in the RFP, operating cost would include everything not otherwise included under labor costs or overhead/indirect.

Q69: Section 5.3.b Pages 46-47 - In the RFP, the state says that they want "a clear computation and explanation of all rates, including indirect cost detail." Please clarify what is entailed by "explanation of rates."

A69: "Explanation of rates" means that, if applicable, the basis for determining the rate being used should be included. What is important to remember is that all amounts based on a computation must clearly show the basis for the end number.

Section 5.4 Disabled Veteran Business Enterprise Participation Goals

Q70: What are the most common mistakes made in the DVBE process to disqualify?

A70: Common mistakes made in the DVBE participation process include, but not limited to: failure to fully complete and/or return DVBE attachments; failure to provide the DVBE letter of commitment; failure to redact dollar amounts from DVBE bids/quotes and/or commitment letters; failure to provide complete documentation of Good Faith Effort; advertisements and/or solicitations do not specify a commercially useful function (in other words, generic); failure to provide adequate time to DVBE vendors for response to solicitations; minimal effort made to locate or subcontract with DVBE.

Note: DVBE Participation is a requirement and must be met either through Commitment to full DVBE participation or Good Faith Effort.

Reminder: Contact the California Department of Education DVBE Advocate, Craige Bolton at (916) 322-3035 for assistance pertaining to DVBE participation.

6. MONITORING ACTIVITIES

No questions.

7. CONTRACT TERMS AND REQUIREMENTS

No questions.

8. EVALUATION PROCESS

Q71: Page 58 - Why are the technical evaluation points not considered in the event of a cost proposal tie, since the selected award would clearly be defensible?

A71: Any bidder achieving the minimum number of points is considered a qualified responsible bidder. Thus, the method specified in the RFP for selecting a bidder in the event of a tie, is defensible.

Q72: Is just one company going to be awarded a contract?

A72: One contract will be awarded to one eligible bidder as a result of this bid process. Page 59 of the RFP states, "The contract shall be awarded to the lowest responsible bidder meeting the specifications as described herein."

9. CONTRACT AWARD PROTEST PROCEDURES

No questions.

10. FORMAT REQUIREMENTS AND EVALUATION CRITERIA

Q73: Please verify that no technical points are awarded for meeting the DVBE goal.

A73: All subcontractors, including DVBE, will be evaluated in the section titled "Related Experience of Proposed Subcontractors" and points awarded. However, meeting DVBE or not meeting DVBE goals will not be awarded points. Points are awarded as specified in *Step I, Part 3 Technical Evaluation* beginning on page 65 of the RFP. Failure to comply with DVBE participation goals as specified in Section 5.4 of the RFP will result in a bid being disqualified.

Appendices

Q74: The RFP/attachments do not provide test administration dates for the 2006-2007 school-year. Please clarify.

A74: Appendix 5 does not include specific test dates for the 2006-07 school year because these testing dates have not yet been designated by the Superintendent of Public Instruction. State law requires that the CAHSEE be administered only on the dates designated by the State Superintendent of Public Instruction.

Attachments

Q75: I am interested in receiving a hard copy of Attachment 6--at your convenience, would you please let me know what I need to do to get this?

A75: The revised Attachment 6 is posted on the Internet. Refer to Section 2, page 5 of the RFP to find out how to access CAHSEE Information on the Internet.

ERRATA #3 – February 6, 2004

Request for Proposals (RFP) for the California High School Exit Examination (CAHSEE) Administration

1. Section 3.2, insert the following text as the fifth paragraph on page 7 of the RFP:

The English-language arts (ELA) portion of the CAHSEE is comprised of 50% reading and 50% writing. The current contractor was required to proportionally populate the CAHSEE item bank based on the academic content standards included in the CAHSEE blueprint.

The table below reflects the status of three categories of items in the item bank.

Table 2. CAHSEE Item Bank Content

ELA Items		Previously used (still operational)	Projected # of <u>new</u> operational items as of Sept. 30, 2004	Projected # of field-test ready items by Dec. 2004
1.	Multiple-choice reading items	805	1,111	1,728
2.	Multiple-choice writing items	170	555	520
3.	Multiple-choice stand-alone conventions	205	302	260
4.	Stand-alone writing task items based on writing prompts	13	8	115
5.	Writing task items based on response-to-literature prompts	12	12	180
Math Items				
1.	All multiple-choice	720	4,212	3,791

2. Section 3.2.a.1, on page 8, delete:

“...within the same school year.”

Replace text with:

“...before the next test administration.”

3. Section 3.2.e, on page 12, insert the following new text at the end of the last paragraph in this section:

“The field test writing task items must be scored in the same manner as the operational writing task items (see Section 3.5.1.b, Scoring Process).”
4. Section 3.2.f, on page 12 in the first paragraph, delete:
 - “The item bank for the CAHSEE will be delivered as a database, including graphics, using *Microsoft Access* or an equivalent software program determined by CDE.”

Replace text with:

“The item bank for the CAHSEE will be delivered as a database, including graphics, using *Microsoft Access* by July 1, 2004. A final version with items from 2004 testing will be delivered in December 2004.”

5. Section 3.2.f, , on page 12 in the first paragraph, delete:
 - “The current item bank and its file structure will be made available to the successful bidder. All items must be prepared and entered into the CAHSEE item bank.”

Replace text with:

“The current item bank and its file structure will be made available to the successful bidder by the official contract start date. The item bank will include sufficient items to populate the November test forms.”

6. Section 3.3.b.3, on page 15, delete:
 - “Five emergency forms must be created and held in reserve throughout the contract period. If an emergency form is used, then it must be replaced, so that five emergency forms are maintained in reserve.”

Replace text with:

Each school year one emergency test form must be developed and produced using items from the CAHSEE item bank or new items. If the emergency test form is used, then a replacement emergency form must be developed before the next test administration.

7. Section 3.3.c.2, on page 16, delete:
 - “The proposal must address construction of the ELA test booklet using the following information. The ELA test must be given on one day. The test booklet must contain the number and type of items specified in the test blueprint and approximately 25 percent must be anchor items. Each test booklet must contain exactly seven (7) multiple-choice, field-test items.”

Replace text with:

“The proposal must address construction of the ELA test booklet using the following information. The ELA test must be given on one day. The test booklet must contain the number and type of items specified in the test blueprint and approximately 25 percent must be anchor items. Each test booklet must contain exactly seven (7) embedded multiple-choice, field-test items. Each test booklet must be separated into two sections to allow for a secure break in testing. Color coding may be used to separate each section. An outside seal must enclose both sections of the test booklet and an inner seal must hold fast the second section.”

8. Section 3.3.c.4.d, on page 16, delete:

- “Used and unused test booklets must be destroyed in a secure manner within 30 days after each test administration.”

Replace text with:

“After each test administration, used and unused test booklets must be destroyed in a secure manner within 30 days after the contractor’s check-in of materials.”

9. Section 3.3.e.2, on page 18, delete:

- “The proposal must specify the production of a CD-ROM and/or DVD for each test administration to accommodate those students with disabilities who have an Individualized Education Program (IEP) or Section 504 plan that requires such an accommodation or modification. There would be only one CD-ROM and/or DVD special test form version produced for each test administration. The number of CD-ROM and/or DVD special version test forms that will be needed must be identified for each test administration.”

Replace text with:

“The proposal must specify the production of two audio CD-ROM/DVD special version test forms per school year to accommodate those students with disabilities who have an Individualized Education Program (IEP) or Section 504 plan that requires such an accommodation or modification: one for the September and November administrations and one for the February, March, and May administrations. The number of audio CD-ROM/DVD special version test forms that will be needed must be identified for each test administration.”

10. Section 3.3.e.3, on page 18, delete:

- “The proposal must specify the development and production of a special versions test administrator’s manual with instructions to accompany all

special test form versions, including the large print, Braille, and CD-ROM and/or DVD special versions. The manual must be printed twice each year: once for February, March, and May test administrations, and once for September and November test administrations."

Replace text with:

"The proposal must specify the development and production of a special versions test administrator's manual with instructions to accompany all special test form versions, including the large print, Braille, and CD-ROM and/or DVD special versions. The special versions test administrator's manual must be produced twice each year: once for February, March, and May test administrations, and once for September and November test administrations. The document must be printed and distributed before each test administration to school districts that place orders for special versions."

11. Section 3.3.g, fourth bullet, on page 19-20, delete:

- "Data correction after each test administration, including the ability to make mass corrections to (e.g. via CD-ROM and online global changes) allow districts that are delayed in corrections to provide detail files after normal deadlines so that reporting for the majority of the State is not delayed (see Section 3.3.i of this RFP). This data detection and correction system should be thorough and detect all errors, including those arising from answer documents totally completed by manual processes."

Replace fourth bullet text with:

"Data correction after each test administration, including the ability to make corrections via the return of updated CD-ROMs from districts and the processes described in Section 3.3.i of this RFP. This data detection and correction system should be thorough and detect all errors, including those arising from answer documents totally completed by manual processes."

12. Section 3.5.3.f., on page 34, in the next to the last sentence of this paragraph, delete:

- "(see Section 3.6.3.h)"

Replace with text:

"(see Section 3.5.3.g)"

13. Section 5.2.1.a, on page 42, under the heading "Cover Letter," insert the following:

"7. Identify all subcontractors, including any DVBE, by company name that will be used to conduct the work of this contract. The bidder must clearly specify for which "portions of work" the proposed subcontractors will be used."